

<i>Literacy Weekly Plan-Adventure Stories</i> <i>Week 2 of 3</i>	<i>Year 2011</i>	<i>Term 2</i>	<i>Week beginning 19th March 2012</i>
<i>Speaking and Listening Objectives</i> Strand 3 Group discussion and interaction <ul style="list-style-type: none">Use the language of possibility to investigate and reflect on feelings, behaviour or relationships. Strand 4 Drama <ul style="list-style-type: none">Use some drama strategies to explore stories or issues.	<i>Reading objectives</i> Strand 7 Understanding and interpreting texts <ul style="list-style-type: none">Infer characters’ feelings in fiction and consequences in logical explanations.Explore how different texts appeal to readers using varied sentence structures and descriptive language. Strand 8 Engaging with and responding to texts <ul style="list-style-type: none">Share and compare reasons for reading preferences, extending range of books read.Empathise with characters and debate moral dilemmas portrayed in texts.Identify features that writers use to provoke readers’ reactions.		<i>Writing objectives</i> Strand 9 Creating and shaping texts <ul style="list-style-type: none">Make decisions about form and purpose; identify success criteria and use them to evaluate their own writing.Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved.Select and use a range of technical and descriptive vocabulary. Strand 10 Text structure and organisation <ul style="list-style-type: none">Signal sequence, place and time to give coherence.Group related material into paragraphs. Strand 11 Sentence structure and punctuation <ul style="list-style-type: none">Show relationships of time, reason and cause, through subordination and connectives.Compose sentences using adjectives, verbs and nouns for precision, clarity and impact.Clarify meaning through the use of exclamation marks and speech marks. Strand 12 Presentation <ul style="list-style-type: none">Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.
<i>Key Vocabulary:</i> Audience, suspense, danger, mystery, tension, excitement			

Day	Whole Class/introduction Verbal Linguistic	Activity/Differentiation Support, Core and Extension:	Plenary
<p>One</p> <p>LO; openings and build up</p>	<p>Today we are focussing on the openings and build ups of adventure stories. Read the opening of 'Rebecca's World'. How does it set the scene? Where could she be? Discuss how if we know the opening we can decide on several alternatives for the build up of the story. Discuss alternatives.</p> <p>'Looking for Zack' on CPL (Unit 10→ explore→ no.1). Before beginning, show the children the 'warm up' images to set the scene and discuss where the story is taking place. Read through the text, discussing any difficult vocabulary. Highlight words and phrases that describe the setting, including the sounds. Write this onto the page. Discuss how the author has built up the tension. (click on the 'a' and 'b' tabs to highlight how author creates suspense and hooks reader in.)</p> <p>Ask children to read out the speech between the 2 characters, (putting expression and panic into their voices.)</p> <p>Ask chn (in talking partners) to find any words and phrases that tell us about the two characters. Feedback, highlighting the text.</p> <p>Blooms</p> <p>Remembering – arrange scrambled story pictures in sequential order. Visual Spatial</p> <p>Understanding – predict what could happen next in the story. Verbal Linguistic</p> <p>Applying – If Jack and Annie from 'Afternoon on the Amazon' had been in this story, what would they have done? Logical Mathematical/ Verbal Linguistic</p> <p>Analysing - consider how the characters might have behaved differently if they had an adult with them? If they had mobile phones? ? Logical Mathematical/ Verbal Linguistic</p> <p>Evaluating – consider what lessons you can personally learn from this situation of children being left stranded on an island Intrapersonal</p> <p>Creating – write the build up of the story – create an original character and tell how the character would fit into the story Verbal Linguistic</p>	<p>Explain to children that they are going to have to decide as a group how the story might continue and present their ideas to the class using the sentence that their group has been given as a starting point for continuing the story. Children write the build up to the story.</p> <p>Interpersonal/ Verbal Linguistic</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Bring children back together. On w/b show the second text on CPL (same unit) which is one way to continue the story. Discuss this idea and how this could come to a conclusion. Discuss alternative ideas for how the story could end.</p> <p>Verbal Linguistic/ Interpersonal</p>

<p>Two</p> <p>LO: climax</p>	<p>Whole Class/introduction Verbal Linguistic</p> <p>Remind children of the setting descriptions they wrote at the start of the year. They created atmosphere by using senses. We are now going to focus on how sentence structures can help create an atmosphere.</p> <p>Display the opening of Timid Tim & Cuggy Thief. (smart nb page). Work through the text identifying the complex, compound, and simple sentences.</p> <p>Discuss the effect of the types of sentence: longer, complex sentences can slow down the pace and short sentences can speed it up and increase tension.</p> <p>Focus on the first two sentences of paragraph three. Read the two sentences separately first, then linking them with two or three different connectives, for example: and, but, however, although. How does this effect the atmosphere?</p> <p>Focus on the last two sentences of paragraph three. Read through. What atmosphere is the writer creating? Rewrite it as one continuous sentence, changing the full stop to a comma. Ask the children how this changes the effect and which they think works better</p> <p>Blooms</p> <p>Remembering – list different connectives that they know Verbal Linguistic</p> <p>Understanding – know that an author uses a range of different sentence types and highlight in the text sentences of different lengths Verbal Linguistic</p> <p>Applying – classify connectives according to time, place, sequence and highlight sentences in a text according to type Logical Mathematical</p> <p>Analysing – compare two parts of the text and describe how the author created a dramatic effect when using a short sentence, or a series of short sentences to add pace to the action sequence Logical Mathematical/ Verbal Linguistic</p> <p>Evaluating – compare two texts and say which text is most effective in creating tension and suspense or a fast paced action sequence Logical Mathematical</p> <p>Creating – create an original climax for their story using a range of sentence types, including short sentences to create pace in the action sequence Verbal Linguistic</p>	<p>Activity/Differentiation</p> <p>Support, Core and Extension:</p> <p>Children select one exciting event from the class map and write using sentences of different lengths and appropriate vocabulary the climax for that part of the story. Use some complex sentences using connectives to signal time, place or sequence.</p> <p>Verbal Linguistic</p> <p>Support group – one from remembering or understanding or applying</p> <p>Core group – applying level</p> <p>Extension group – one from analysing or evaluating</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Peer assess – peer edit using purple pencils.</p> <p>Interpersonal</p>
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<p>Three</p> <p>LO:</p> <p>Story telling with an emphasis on the resolution and ending</p>	<p>Whole Class/introduction Body Kinaesthetic/ Verbal Linguistic</p> <p>Show children a collection of objects that belong to a character (desert setting). Use these to describe your character, the quest or journey to be undertaken and what he or she is like. Record your ideas on a large outline of the figure (example on SMART if you want to use). Ask children for any suggestions of their own for your character and quest.</p> <p>Focus on the overall plan for the story emphasising the resolution and ending.</p> <p>Blooms</p> <p>Remembering – recall a simple story, using props selected by the teacher to assist them with the recall of the main events Body Kinaesthetic/ Verbal Linguistic</p> <p>Understanding – retell a story using their own words, selecting props to assist themselves in the retelling Body Kinaesthetic/ Verbal Linguistic</p> <p>Applying – use well known characters and create a new story for them using the props Body Kinaesthetic/ Verbal Linguistic</p> <p>Analysing – make a story and then discuss which parts were the funniest, saddest, happiest and most unbelievable. Verbal Linguistic</p> <p>Evaluating – make a story and then evaluate the effectiveness of the adventure story against a checklist for successful storytelling/ or adventure stories that they have created. Verbal Linguistic/ Logical Mathematical</p> <p>Creating – create an original adventure story with a twist at the end or a cliffhanger. Verbal Linguistic</p> <p>SCUMPS Body Kinaesthetic/ Verbal Linguistic</p> <p>Link this back to lesson 2 and 4 in week 1 where the children had to decide the dangers in their adventure story (deep gorge with a fast flowing river, a ruined temple, underground caves etc) and suggest two possible solutions to the dilemma for their characters.</p> <p>Give the children in the group 3 objects related to their adventure island maps settings and dilemmas.</p> <p>Complete the SCUMPS activities and decide on alternate uses of the objects.</p> <p>Use the objects in the storytelling activity.</p>	<p>Activity/Differentiation Support, Core and Extension:</p> <p>Get children into mixed ability groups of three.</p> <p>Explain to children they are going to use the story boxes to create an adventure story of their own.</p> <p>Each group has a different selection of objects and images to help create their story based around one of 5 settings:</p> <ul style="list-style-type: none"> - deserted island - castle - under the sea - space - forest. <p>Together as a three they need to create a story using the objects. Each person can have a turn to tell a different story or they can create a story together.</p> <p>Body Kinaesthetic/ Verbal Linguistic/ Interpersonal</p>	<p>Plenary</p> <p>Share some of the stories created.</p> <p>Review the characters of the story after each one.</p> <p>Ask do they behave in an expected way? Hero: strong/ outgoing or are they shy and afraid?</p> <p>Verbal Linguistic</p> <p>Establish that our heroes could be both.</p> <p>How well were the problems resolved?</p> <p>Logical Mathematical</p> <p>What type of ending did they have?</p>
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<p>Four</p> <p>LO: planning</p>	<p>Whole Class/introduction Verbal Linguistic</p> <p>Mini wb's. Display an enlarged copy of How does it feel? (smart nb). Discuss the first two examples - a good adventure story entertains the reader.</p> <p>Talking partners to complete the features of adventure stories. Take feedback after each one and create a class copy for your adventure stories ideas board.</p> <p>Model using the class map to create an adventure story plan.</p> <p>Blooms</p> <p>Remembering – plan ideas for an adventure story, by recalling ideas from familiar adventure stories Verbal Linguistic</p> <p>Understanding – plan an adventure story, recalling ideas from familiar adventure stories, explaining their choices and reorganising their ideas Verbal Linguistic</p> <p>Applying – plan their ideas for their adventure story using a new planning structure such as storyboard Verbal Linguistic/ Visual Spatial</p> <p>Analysing – plan an adventure story and appraise it using a prepared checklist Verbal Linguistic/ Logical Mathematical</p> <p>Evaluating – review a number of adventure story plans and rank them according to effectiveness, giving justifications for the ranking Logical Mathematical</p> <p>Creating – create a plan for an original adventure story including original events and characters Verbal Linguistic</p> <p>SCAMPER Verbal Linguistic/ Logical Mathematical</p> <p>Substitute</p> <p>What if we substituted a character, object, time or setting?</p> <p>Combine</p> <p>What if we brought together two or more characters from different stories?</p> <p>What if we travelled through several times or settings?</p> <p>Adapt</p> <p>What if the character was a different nationality or from a different era?</p> <p>Modify, magnify, minify</p> <p>What if the character was younger, older, larger, smaller, slower or faster?</p>	<p>Activity/Differentiation Support, Core and Extension:</p> <p>Visual Map</p> <p>Children work on planning their adventure story</p> <p>Verbal Linguistic</p> <p>Support group – one from remembering or understanding</p> <p>Core group – understanding or applying level</p> <p>Extension group – analysing level USE THE SCAMPER ACTIVITY</p> <p>Verbal Linguistic/ Logical Mathematical/ Intrapersonal</p> <p>Final objective – creating level</p>	<p>Plenary</p> <p>Create a success criteria checklist for adventure stories to use next week.</p> <p>Verbal Linguistic/ Logical Mathematical</p>
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	<p>Put to other uses What if the characters or objects were put to other uses?</p> <p>Eliminate What if we removed a character, object or scene?</p> <p>Reverse, rearrange What if we reversed characters or settings? What if we rearranged the sequence of events? What if we reversed the cause and effects?</p>		
<i>Guided Reading Day</i>			
<i>Homework</i>			